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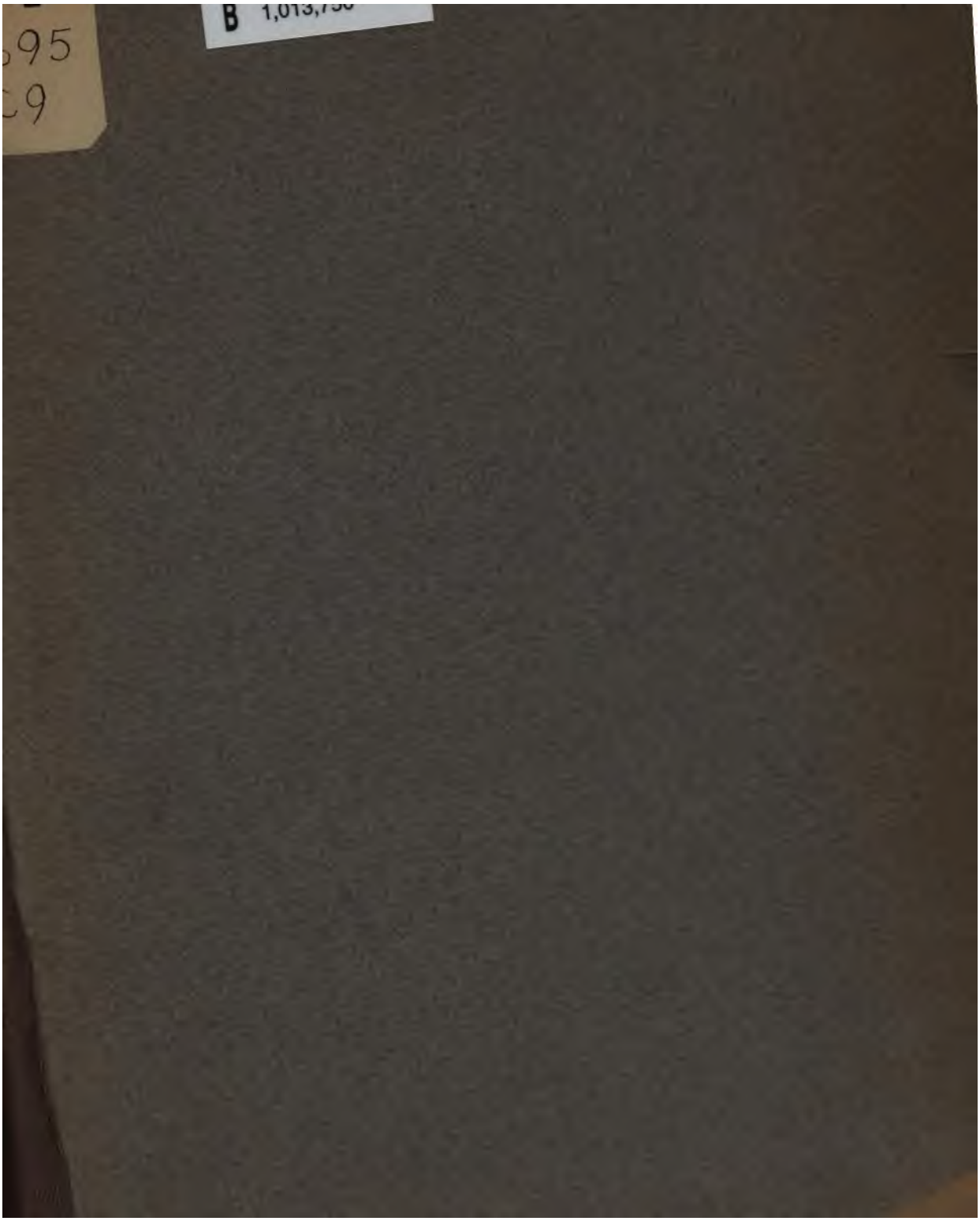
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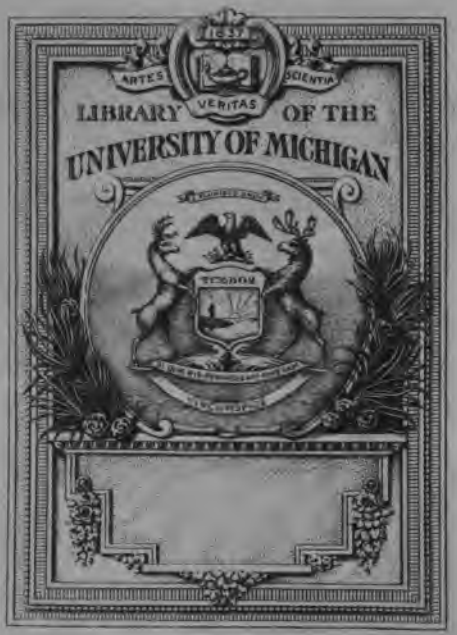
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Suggestions for the Small Public Library

BY

Esther Crawford

Library Bureau
Chicago
1906

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BY

Esther Crawford

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Note

The following suggestions were presented in a paper read before the Ohio library association, Toledo, Aug. 9, 1899, and published in 1900, while the writer was acting as head cataloger in the Public library of Dayton, Ohio. The present edition has been entirely rewritten and several new suggestions embodied. The substance of both editions is to be traced largely to ideals and their practical realization which were made possible by the librarian under whose administration they were formulated.

E. C.

Cleveland, Ohio, February, 1905.

150694

CORRECTIONS

p. 33, par. 16.....'Analytic sbject' should read 'Analytic subject.'
p. 33, S. C. 0.....'Massachusetts,' etc., should be set at same margin as 'confederate.'
p. 38, S. C. 7.....'Littie' should read 'Little.'
p. 39, S. C. 9.....'Edwin Booth' as heading should read 'Booth, Edwin.'
p. 39, S. C. 9..... Contents, v. 2, 'Kembels,' should read 'Kembles.'
p. 42, S. C. 15..... After 'ideal,' omit the fourth dot.
p. 44, S. C. 18.....'Hawcis' should read 'Haweis.'

AUTHOR'S REVISIONS

p. 13–14..... ....The New York state library no longer prints on cards the list of 100 selected new books which have stood the test of the reading seminar.
p. 14.....The "Annotated selected list of best books of the year" has been a regular feature for ten years, each list appearing as a Bulletin of the NewYork state library.

CATALOGING

In preparing this paper the writer has had in mind neither the beginner nor the trained cataloger. The former is not familiar with the terms used and therefore cannot understand the full significance of what is recommended. The latter, presumably, is already equipped with power to solve the various questions here discussed. The subject will be treated, rather, with special reference to the needs of the untrained catalogers (i. e., the librarians) in the average small public libraries—those who have been struggling alone long enough to recognize that there are problems in cataloging, but who are too burdened with performing the duties of librarian, cataloger, messenger and, too often, janitor to find either time or mental power to solve these problems.

The line of demarcation between the small and the very small public library may be ever so variable as to number of volumes, but the line is finally fixed by the points beyond which the public calls for information become too varied for the librarian to answer them without some sort of index to her resources beyond the mere shelf-list and her own memory. Just when that stage is reached each library must determine for itself; but the arrival at this point will mean the diverting of a portion of the funds from book purchase to the work of making existing resources more available to the community.

Here is the crucial point at which every librarian meets one phase of the great problem of seeing for herself and persuading her trustees to see the wisdom of building along long lines rather than short ones. It is difficult for trustees to realize that they alone are *finally* in a position to encourage or to check the usefulness of a library as expressed through the catalog or the lack of it. They control the funds and create public sentiment to furnish funds, without which no library can make its resources available. They have the power of choosing the librarian and assistants and the consequent standard of excellence or unfitness which shall characterize all the work done in the library thereafter. They only can dictate the policy of distributing funds among salaries, book purchase, records, general supplies and care of the building, in such a way that the material and merely showy demands shall not rob of their means for vital growth the more significant but

less ornate foundations for culture. They only can shape the policy of book-buying so that it shall meet the actual, known demands of the people in their own town, instead of buying what the book agent happens to send them for inspection, or buying what is theoretically good whether read by their own people or not, or buying to suit the individual tastes of the members of the board. Books bought under the last three policies are very apt to fall into an early state of local atrophy. The waste of money in buying such books is not small; but after adding to that the cost of cataloging and otherwise preparing them for circulation, one may judge how much of the economy in library records depends upon the book-buying policy. But granting that the books have been bought with the greatest wisdom, it still rests with the board to say whether they shall serve their full uses or not; that is, whether a given book shall be made to answer ten different questions for ten different people through ten months in the year by being thoroughly classified and cataloged, or whether, by not being fully cataloged, it shall answer but the one question, Has the library such and such a book?

To both trustees and librarians of small public libraries, then, it is the aim of this paper, not to set forth a code of rules, but to outline the purposes of a catalog, its relative place in the economy of a library, what are its essential and non-essential points, and what is the best way of getting their libraries cataloged if that has not been satisfactorily done. Some, perhaps much, of what is here outlined will be already within easy grasp and some will be beyond attainment without more time, money and assistance.

A. Purposes of a catalog:

1 To answer the question, What have you in the library by a certain author, e. g. Lyman Abbott?

2 To answer the question, Has your library a book by a certain title, e. g. Miss Toosey's mission?

3 To answer the call for specific subjects, e. g. The best short summary of the Spanish-American war, suitable in cramming for examination; or, A good cowboy story; or, Something that tells how to treat the hair to simulate marble in costuming and posing for Greek statuary; or, What to feed pet rabbits, etc.

4 To tell where any book which answers your question may be found, if in its correct place on the shelves.

B. Relative place of the catalog in the economy of the library:

1 It is the center and standard for all other records. The accession book is a catalog of the books in your library arranged numerically from one up to the last book bought, and is therefore a history of the growth of the library from year to year. The shelf-list is also a catalog of the books in your library, arranged by classes in the same order in which your books should stand on the shelves. It is manifest that neither of these lists is adapted to answer questions which the public bring. For these the public catalog proper must be compiled, listing each book once by its author, once or more by title, and from once to one hundred times, less or more according to the nature of the book, for subjects on which it treats. In all three of these catalogs the foundation principles of entry are the same, i. e., Who is the author, what is the title and what the imprint for this book? In deciding these fundamental questions, the same rules for selecting author, title and imprint apply to all three records, varying only in fullness to suit the needs of each list. The absolute necessity is apparent, therefore, for a set code of rules which shall be a guide in these foundation details, not only for yourself in guarding against haphazard and contradictory work, but for anyone who may assist or succeed you. Such standard rules are now to be had in a tentative form on application to the Library of Congress. They represent the composite judgment of the A. L. A. committee on cataloging as to those modes of selecting author, title and imprint for cataloging purposes which shall most nearly meet the usages common to the greater number of large libraries throughout the United States. The rules aim to provide a common basis upon which to unite for securing the benefits of printed catalog cards now furnished to subscribers by the Library of Congress.

The A. L. A. rules, however, do not deal with the selection of title and subject entries and would, therefore, better be supplemented by the [1]Simplified Library School Rules and by the more detailed [2]Rules for a dictionary catalog by C. A. Cutter. For United States documents, the best guide is Miss A. R. Hasse's [3]United States government publications: a handbook for the cataloger, of which Parts 1–2 only have been published. The A. L. A. Publishing Board also announces a forthcoming handbook on cataloging.[4]

But if these or any other rules become a guide, it will be

1—Library Bureau, $1.
2—Edition 4, 1904, free from the U. S. Bureau of Education.
3—Library Bureau, $1.25 each.
4—The A. L. A. handbook on cataloging has since been published as follows: Hitchler Theresa. Cataloging for small libraries. A. L. A. Publishing Board, 1905. 15c.

equally necessary to keep an exact record of any variations, enlargements or condensations of the rules, no matter how slight the changes may be. The failure to do this will inevitably result in a slipshod catalog having exactly similar books cataloged in widely divergent manner, besides putting one's successor to the disadvantage of verifying each rule with a certainty of errors for future correction.

2 Besides being the center of all record work, the catalog is the one medium through which the resources in the library are made available to all classes and ages of people, at all times and on all subjects and even to the librarian who is popularly used for a catalog. It is especially needed as a clear record of the possible usability of each book when that is out, as it should be most of the time. The reader's wants, when ascertainable, are commonly of such a special nature that he is impatient of the more general books and articles which do not treat his subject in the line of his particular needs. The catalog, if not so made as to reveal the specific way in which a book or chapter treats a given subject—that is, if cumbered with bibliographic details and mere words and repetitions instead of answers to thought—that catalog is as a stone to the intellect hungry for bread. That is the kind of catalog which justifies the complaint that readers do not use it or that they read only through the first line on the card.

If the trustees can afford it, there is one substitute for a catalog, viz., a librarian who knows intimately every book in the library; who has the memory for each book and that fine, discriminating knowledge of the reader's tastes and abilities which will enable her always to fit the right book to the right person; who will never be absent from the library during the ten hours in which it is kept open every day in the year; who will never die nor take a vacation—marriage is out of the question. But such a librarian is not easy to find, and when found is generally unable to communicate her own powers to her subordinate, if she have one, or to her successor; nor, in the nature of the case, is she available to more than six people at any given time while carrying on the routine work of the library. Her substitute, subordinate, or successor having no mechanical device for getting at the library's resources, is left in the humiliating and unjust attitude of appearing ignorant, incompetent, or unaccommodating, because she does not know her library. Patrons must often be sent away without any answer whatever for their inquiries, or, worse yet, with wrong answers

given at random to cloak the assistant's ignorance. On the other hand, the librarian who is also the catalog is fairly certain of a life tenure in office and a gratifying local reputation for much learning and wide acquaintance with books, whether well founded or not.

That the end of a librarian's work should be spiritual rather than material or mechanical may be taken for granted. It is doubtful if we need more exhortation so much as more enlightenment upon the way thereto. The spiritual becomes possible largely through the unobtrusiveness of the material; and the unobtrusiveness of the material becomes possible, not by neglecting it, but by reducing it to such skill in handing, such perfection and accuracy in adjustment of means to ends, such beauty and simplicity in form, that it serves the ends sought without fuss and clatter. Do not be deceived into the belief that because these mechanical things are not to be spread before public notice that they are therefore of small importance and to be considered last in the plans for the library. Not even the most engaging manner and winning enthusiasm will sustain indefinitely a librarian's power with trustees if she is not able to answer their very prosaic and frequent questions as to books, money and work, by giving exact figures founded upon the unseen, unknown and unpoetic work of keeping accurate statistics. Nor will she be able to satisfy her patrons indefinitely if, instead of the bread and meat of reading matter desired, she is able to give them only the confections of smiles, apologies, profuse regrets and affable promises. The existence of a good catalog will by no means supply the necessity for the personal element; but it will at least save the librarian from the hopelessly futile task of trying to make bricks without straw. In fact, the more generous the soul of the librarian, the more spiritual her power, the more common-sense her abilities, the more she will be obliged to depend upon a perfect machinery to carry out her aim of cultivating the best reading habit in her community, by bringing the right book and the right person together at the right time; the more she will be balked at every turn and rendered frantic by her inability to meet these ends, because her resources are not classified so as to be found quickly, nor are adequately cataloged so as to show whether there be anything at all in those resources which will answer the particular demand. To be true in her ability, genuine in her enthusiasm, and sincere in her kindness, the librarian must in the nature of things be forced to *begin* with machinery and must insist that that

machinery be so perfectly constructed that it can be relied upon to tell the truth whenever used; otherwise, a quietly working medium of expression becomes instead a turbulent source of confusion and discord.

The catalog as a part of this necessary machinery will then fulfill the following economic purposes in the library: 1) Prevent waste of library funds in buying duplicates which are not needed. 2) Unify and systematize all of the record work done in your library. 3) Be an accurate, full, easily usable and up-to-the-hour means of knowing the resources of your library on any point likely to be sought for in your own town. 4) Be equally a tool for the public and for the librarian, thereby relieving the latter of the strain of bearing physical and mental impossibilities, besides rendering the public more intelligent in their capacity to help themselves. 5) Make the library usable and not merely exhibit erudition or intricacy.

C. Essentials and non-essentials as to

1 *Scope.* It is absolutely essential that a catalog contain the author, the title generally, and the subject of every book in the library. Calls for material will be made from these three standpoints every hour in the day and therefore will compel your resources to be entered under these three forms. If, however, so much of a catalog is beyond attainment where less would be possible, one may get along for awhile with an author and title catalog, provided the books themselves be well classified and well arranged on the shelves. Then, to a certain extent, the classification index and shelf list will answer as a subject catalog for entire books.

2 *Form.* As between the printed and the card catalog, it is better to select the card form. It is less expensive, is always up-to-date for the last book purchased and requires but one consultation to exhaust its resources. A printed catalog is extravagant in cost, is out of date the moment it goes to the printer and continues to grow more and more unusable. If supplements are printed, the number of consultations is extended and the inconvenience of use increased. But if catalogs must be printed to answer local clamor, let them be occasional bulletins of new books, special lists, etc., which will cost far less, will answer public needs almost as well and attract patrons to the library in a far more effective way. As between the dictionary and the classified catalog, by all means select the dictionary form for public use. The authors, titles and subjects of all books may be put in one alpha-

betic arrangement, thereby consuming much less of the cataloger's time; but the librarian may find that the nature of the calls from her own particular public is such that the catalog would be easier for them to use if all the fiction were in a separate alphabet from the general catalog of classed books and even if the authors in fiction were separated into a third alphabet from the titles. The catalog of children's books may also profit by separation from the general catalog.

3 *Materials.* However closely the trustees may feel bound to patronize local dealers for supplies, they should not make the mistake of including in these the catalog cards and cabinets. It has been proved again and again by other libraries that, in these two items, standard stock is more economic in the end.

4 *Form and extent of entry on each card.* If cards are written by hand or by any process other than duplication, one card should be selected, preferably the author entry, for a *main* card, containing all the facts necessary to give concerning a book—the facts for public use on the face, the facts for the librarian's own use on the back of the card. The title card may be the briefest of all in entry, giving only a short title, the shortest form of author's name and the call number. The subject card should be full enough in statement, either in the reading of the title or in a note accompanying, to explain the treatment of the subject chosen for heading.

Taking up the individual parts of any one card let us consider what is essential in—

Heading. It is essential that there be absolute uniformity in the use of any name as heading; e. g. Donald Grant Mitchell's works, all likely to occur in any small library, have been published, some with the name of Ik Marvel, some with D. G. Mitchell only, and some with the full name, Donald Grant Mitchell, on the title-page. The cataloger will find excellent authority which says, Follow the form on the title-page. But it is evident that unless some one of these three forms is selected for the universal and only way of writing his name as a heading in the catalog, his works will be alphabeted in three different places separated by cards representing entirely different authors and with no way for the consulter to know in which of the three places he should look, or that there is more material in two other places. With the advent of open shelves, the selection of the best-known form of an author's name assumes a far greater importance than heretofore, since it fixes the location of the book on the shelves as well as the card

in the catalog. It is neither good policy nor good sense to cause patrons a persistent annoyance by forcing them to discover that Twain's books are shelved under Clemens, or Miss Wilkins' books under Freeman, etc. But whatever form of name is selected, hold to it under all circumstances, making cross references to it from the forms not chosen. The author's full name and dates are quite unnecessary in the average library, except where the absence of either would confuse the name with that of another person. It is enough to record only those names which the author himself habitually uses and, generally, with only the first forename written in full, the other names being represented by initials. Similarly, there should be uniformity in the spelling of geographical or historical names or events; e. g. enter all material on that subject either under [1]Porto Rico or Puerto Rico, but not under first one and then the other, as the book in hand happens to spell the name. Likewise, select either Sepoy rebellion or Indian mutiny for that event, but not both. In all cases refer from the form not chosen. These may seem like superfluities, but more than one library in good standing has rendered catalogs exasperatingly unusable because of these very simple inconsistencies.

Title. In classed books, i. e., all books not fiction, give enough of the title on both author and subject cards to show the relation of the book to the headings chosen for its main subjects, but no more. Leave out all expressions which do not add visibly to such information as will enable the patron to know whether that particular book is the one he wants for the subject in hand. In fiction, dramas, etc., leave out such introductory words as, History of, Adventures of, Life and Adventures of, but not Story of, when the title is almost universally known by the words following; e. g. (History of) Pendennis. In classed books, omit such introductory words as 'On the' and 'Of the' unless necessary to the sense. It will add so greatly to the value of a catalog that it seems essential to insert somewhere in the title the dates of the time treated of in each work on history, travel, or any subject into which the time element enters as an important factor in determining one's choice of the book from among other books on the same topic.

Imprint. In fiction and fairy tales omit all imprint except the number of volumes and such series as are called for, unless it is desirable to keep a certain edition always evident. This will allow

1. U. S. Board on Geographic names. Report: Ed. 2, 1901. (The standard authority in the U. S. on spelling of geographic names.)

the same set of cards to be used continuously, no matter how many times the work may be replaced by the same or another edition. In classed books it is essential always to give the number of volumes, the edition, date, illustrations and maps. By date, it is not meant the date on the title-page necessarily, as recommended in most catalog rules and adopted in nearly all catalogs; but rather the actual date which expresses the edition of the book, whether found on the title-page, the copyright page, or at the end of the preface. The introduction of any date other than that of the true edition is not only misleading as to the subject matter of the book, but prevents the use of the entire set of cards for successive issues of the book which have different title-page dates, but are not different in edition. If any other item could be included, it should be the publisher's name, being very nearly as brief as the place of publication and immeasurably more explicit both as to edition and general merit of the work.

Annotations. Certain annotations are essential to any catalog, however simple. They should be made for the following purposes: 1) To show sequels and predecessors. 2) To show defects or misssing numbers in a set. 3) To show the character of the book and its mode of treating the subject in hand, provided the title is not explicit enough. Critical notes are better left out unless they are accurate and well-balanced in statement. Likewise, that 'entertaining' style of note should be avoided which smacks of newspaper clap-trap rather than common sense and real information. In any note, study to say the most in the fewest words. Such annotations are a distinct economy ever after. They save many-fold the time spent in making them by obviating the necessity for hunting up each book to decide whether it is or is not wanted for the particular subject in hand. Such notes are within the power of any cataloger to make at first hand if she has a full line of Publishers' weeklies, the best popular critical journals, such as the Saturday Times Review, the Dial, the Nation and the Outlook, a few good annotated catalogs and the ability to get at the heart of a subject by judicious skimming of the book to be cataloged. Good types of annotations for public library use may be found in the Pittsburg Carnegie library monthly bulletins, the New York traveling library lists and the Osterhout library bulletins and catalog supplement, 1890–95. The Detroit public library bulletin gives occasional descriptive notes for classed books. The New York library school (Albany) prints each year on cards a list of

the 100 selected new books of the previous year which have stood the test of the seminar on book selection. The collection is admirably annotated and may be obtained while the stock lasts for 40c. per set. The New York state library has also published an excellently annotated list of books selected from the 'Best books of 1902.' It appears as Bulletin 81 of the State library publications. Baker's Descriptive guide to the best fiction (MacMillan, 1903. $2.50) gives excellent informational notes which may be condensed for catalog cards. The A. L. A. catalog of 8000v., 1904, is also provided with annotations. Annotations also appear in the new A. L. A. booklist.

Contents. Contents should always be given for short stories, essays, etc., unless each story and essay is brought out as a separate title or subject. Through the absence of "contents" cards one will frequently fail to find a work called for by the name of one particular story or chapter, and the library may later duplicate that story or essay unnecessarily if published in separate form, as often happens. Duplicated cards should contain contents much more frequently, especially when they serve to explain the headings for desirable analytic entries.

Tracings (i. e., the record on the back of the main card which shows what other entries have been made). These are always essential, that the librarian may be able at any future time to find all the cards which were ever written for a book. Generally it is better to leave all tracings off the face of the main card, such as underscorings, cross references or dots, writing all headings on the back of the main card instead, thereby avoiding the annoying and unfailingly persistent "Why?" from the public; e. g. if a title card is made, indicate by writing the word "title" on the back of the main card; if a card is made for the editor, write "ed (name)" on the back of the main card; if subjects are drawn out, write the name of each subject on the back of the main card. The accession number should also be given if needed to trace a book in the charging tray, but not otherwise. For convenience, these tracings should always stand in the same position relatively on every main card.

5 *Number of entries for any given work.* a) Author entries. There should always be the main card, usually the author card, containing all the facts intended to be given about a certain book—the information for the public on the face and the information for the librarian only on the back of the card. If there is

a main author, it is rarely neccessary to make a separate card for a joint author or for an editor or translator, except in case of classics, memoirs, etc., sometimes called for by the editor's or translator's name. The '1A. L. A. catalog of 8000v., 1904' is a good example for brief entries, but it is by no means full enough in the number of title, subject and analytic entries. In the case of anonymous writers for which there is no authenticated author's name under which to enter the various titles, it is well, in addition to the regular entry for each book, to select the best-known title under which to collect the other titles represented in the library; e. g.:

Elizabeth and her German garden, Author of.

This library contains other books by the same author, as follows:

Solitary summer.
April Baby's book of tunes.

On each of the other cards, write after the title "by the author of Elizabeth and her German garden."

b) Title entries. It is far wiser to err on the side of too many than too few titles, since a majority of the calls for books are by titles rather than by authors. A title card should be made for, 1) each work of fiction published as a separate work; also titles of short stories if desirable, but this is a luxury which only a few

1—Published by Library of Congress, 25c. and 50c.

libraries can afford as yet; 2) each drama or play, whether forming the entire book or only a part of the book; 3) poems often called for; 4) peculiar or striking titles, or any form of title much called for whether so printed on the title-page or not; 5) series as called for by patrons or needed by the librarian for her own use in book purchase. It is especially desirable to record the order in which the series should be read, for in all such cases the reader's call is generally for "the next book after this." As a rule, in classed books, cards should not be made for titles beginning with indefinite or very inclusive words, such as 'Principles of,' 'Elements of,' 'History of,' etc., nor for titles beginning with a word used as a subject heading. The province of a title catalog is to answer the questions, Who wrote this book, poem, or drama? and, Is it in the library? Therefore, the title should appear but once in the catalog, no matter in how many different books the work itself may exist in the library. Let the latter facts be shown under the author's name. Do not say, e. g., 'Iliad, see Homer'; but make the regular title card for Iliad giving the call number of the standard edition and stamping a note on that title card 'For other editions see Homer.' This will enable the reader to find some edition of the work on his first consultation of the catalog. No good way has been found, however, to construct a catalog which will lead the anxious inquirer from 'When morning was in bloom' to the book, 'When knighthood was in flower,' and similar vagaries.

c) Subject entries. Here, again, emphasis is to be laid upon the necessity for recording *all* subjects on which a book treats (unless it be mere rubbish from a donor's garret or some out-of-date work on science), the necessity being the greater as the library is smaller, in order that every scrap of its little stock may be utilized to the full extent. For this reason a card should be made for the general subject of the book and, in addition, one for each chapter in the book (in some cases one for every ten or even five pages) on any other subject not covered by the general subject. In thus analyzing a book for the catalog make a card for 1) every biography or critisism of a person, though as short as ten pages; 2) the bibliography of any subject or person, though not more than a half page long; 3) obscure subjects on which entire books are seldom published, e. g. Tree worship; or very recent subjects about which frequent inquiries are received but on which books cannot be published at the time needed; e. g. Radium; 4) special topics likely to come up during the year, such as holidays, arbor day, birthdays,

memorial day, etc. Every librarian is sure to be overwhelmed with inquiries from school-children for this material yearly and will need every poem, story, or bit of brief history that can be found in her library; but not even a catalog may aspire to answer directly such vague questions as are typified by, "Where will I find something for school which tells about animals that live under planks?" 5) club topics likely to arise during the year, securing programs as early as possible so as to be on the lookout for material in cataloging new books; 6) topics for young people's religious societies, including both prose and poetry and calling for all sorts of minute subjects not found in the A. L. A. list of subject headings nor in any printed catalog; e. g. sympathy, self-reliance, discipline of character, worry, self-control, etc.; 7) anything whatever, no matter how short, that will add to the library's resources on the history, biography or science of the town or county and, in a lesser way, of the state; 8) such subject headings for fiction as local calls justify. This will include, generally, all historical novels, if they deal with real characters of the past, but not novels merely laid in the past without dealing with actual historic personages or events. Subject headings should include also the best sociologic novels, all fairy tales and wonder tales and those merely descriptive of scenery, manners and customs, if true to life, but not otherwise. Be watchful, also, of other kinds of novels for which patrons call but which the catalog does not answer; e. g. ghost stories, Indian stories, stories of girls' school life and college life, stories dealing with imaginary and wonderful inventions, stories laid in the future, etc. Sometimes, if an author's stories are laid exclusively in any section of country, it will suffice to refer from that section to the author's name, e. g. from Southern life refer to Joel Chandler Harris; from Mountaineers refer to C. E. Craddock and John Fox, jr; from New England life refer to S. O. Jewett, etc., without enumerating the separate works of each author. Fiction lists without number have been compiled upon the basis of the subjects dealt with, but very little has been published thus far, compiled from the standpoint of the kind of reader to be served, except lists for boys and girls. The Springfield (Mass.) city library association and the New York library association each has published a few leaflets suggestive of possibilities in this direction. 9) Do not analyze for disconnected chapters when all the book can be included under one general heading. For example, Elson's 'Side lights on American history' takes up various strategic points in

our national history from 1776 to 1898, discussing each in detail in a separate chapter but without any running statements to connect one chapter with another. It is enough to enter this book under U. S. History, which includes in its meaning each of the detached subjects treated of in the book. Of course this will compel the librarian to educate herself and her public to the use of the catalog, so that both will always remember that when everything in the library is wanted on the Monroe docrine, or the Missouri compromise, or the Know-nothing party, or the Hartford convention, or the Alabama claims, or the Tariff question, etc., they will look, not only under the specific name, but also under the inclusive subject, U. S. History, in any book of which they may expect to find all these subjects discussed. 10) Enter a book or chapter always under its most specific subject, with a *See also* reference from the including subject; e. g. enter Drake's Battle of Gettysburg under 'Gettysburg, battle of, 1863,' not under 'U. S. History, Civil war'; but under the latter say, *See also* Gettysburg, battle of, 1863.

In connection with this question of analyzing contents of books there comes to mind the experience of a well-known lecturer who spent several months in working up a subject hitherto little dealt with in the English language. She went to one of the largest libraries west of the Alleghanies, one richly endowed with funds for book purchase but not properly classified, arranged and cataloged. After the expense of the trip and of several days' residence in the city in a vain effort to find what the library contained on this subject, she gave up in despair and returned to her own home. There, from the local library, not one-quarter the size of the larger library, she was able to get all the material needed because it had all been brought out in the catalog and the books were where they could be found.

To the librarian who has to answer calls on the most widely divergent subjects and for equally divergent mental grasps, in such rapid succession that she cannot for the moment make her memory respond with the right book, these analytical entries are particularly valuable. In the Dayton (Ohio) public library, the librarian investigated this question thoroughly many years ago and found that fully 85 per cent of the inquiries upon subjects was answered by these analyticals rather than by entire books. Even in the days of handwritten cards, the Cleveland public library and the Michigan normal school library each found independently

that the close analysis of books from the subject side was a paying investment. With the advent of typewritten cards and the inexpensive printed cards from the Library of Congress, this long-felt want of more minute subject analysis in the books of the average public library is coming to be realized as a working possibility rather than a beautiful theory.

It was to fill this need in some measure that the [1]A. L. A. Index to general literature (essays, etc.) was issued in 1893 and the second edition in 1901, the annual supplements appearing as appendices in the Annual literary index for successive years. To libraries in which analysis is quite out of question for one reason or another, this index may be used with greatest profit, particularly if its list of books indexed is used as a guide for bookbuying and is then checked up with the library call numbers. But if the library can undertake analysis at all, it has been found in practice that it pays to duplicate this printed index in the card catalog for the following reasons: 1) The A. L. A. index has not indexed the shorter essays in any work. These may be very useful in the small library even if not so valuable in the larger one with funds for buying more comprehensive books. 2) The main A. L. A. index is [2]now four years old, and the books indexed in each annual supplement must be necessarily from two to fourteen months old before the index can be published for use. 3) Furthermore, every small library will always contain more or less valuable miscellaneous literature not indexed in the A. L. A. 4) Finally, and of greatest moment, by indexing its own essays each library brings all its resources together where one consultation will cover the ground. The time required to catalog these essays would otherwise be spent scores of times over in being obliged always to look in from four to nine places instead of one for every subject called for during every day in the year lest, by not consulting, something valuable might be omitted. Analysis of magazine literature in the catalog, however, is not advisable. Poole and the Readers' guide do that at a minimum of expense. Analysis for individual poems may likewise be dispensed with where such poems exist in any collection which has been included in [3]Miss Granger's 'Index to poetry'; but collections of standard poems not found there, e. g. Norton's 'Heart of oak books,' should be fully analyzed for each author and in some cases for subjects and titles.

1—A. L. A. Index to general literature; ed. by W. I. Fletcher. Ed. 2. Houghton, 1901. $10.
2—February, 1905.
3—Granger, Edith, comp. Index to poetry and recitations. McClurg, 1904. $5.

D. General suggestions:

1 If the [1]A. L. A. list of subject headings is used, it will be equally necessary to keep a parallel list on slips of paper for names of places, events, persons, etc., each showing all the references *to* and references *from* to be made in the catalog.

2 It will be necessary, also, to check any such references both in the A. L. A. list and in your parallel manuscript list as fast as they are needed and made in the catalog. Thus, in the frequent references to the headings while at work, the librarian will know at once whether a given reference has been or has not been made in the public catalog, without the trouble of a visit thereto for each doubt.

3 Above all, when the cards are written, the librarian should see that they are correctly filed, never permitting another to do that work without her inspection afterward until accuracy is assured. [2]Alphabeting, at casual thought seems an easy task which anyone who knows the order of his letters ought to do without difficulty. From personal experience, the writer has no hesitation in saying that more good catalog work can be rendered useless by incorrect alphabeting than by any other thing. Errors here mean that the name or title or subject sought will be lost utterly because out of place.

4 Library of Congress cards are now in use by some of the small libraries and should become more and more helpful if adapted to their needs. Meanwhile the suggestions given here on the making and use of duplicated cards by home processes may be of value to the small libraries that feel the need of something available at once, or for books for which the Library of Congress does not supply cards or for which its cards are not satisfactory.

Several months' trial of various kinds of duplicators has brought no conviction that any one possesses all the combined qualities of speed, cheapness in cost and permanency in record. For most small libraries the first two qualities are the prime requisites. Permanency of catalog record in the small library is less important than immediate and fullest usability of the existing books. Most such catalogs will inevitably be subject to revision within the second or third generation, if not sooner. The great

1—A. L. A. list of subject headings for use in dictionary catalogs. Ed. 2. Library Bureau, 1898. $2.

2—Cutter's Rules for a dictionary catalog contains full rules for alphabeting; but these may need modifying.

Library Journal, January, 1905, contains a digest by Miss A. B. Kroeger of present tendencies in alphabeting.

mass of books in such libraries will have been quite worn out by that time, or should have been, and the catalog cards should likewise have worn out with the books and have been withdrawn. There is every reason to believe that the duplicator does exist which combines speed, cheapness in cost and sufficient permanency in record to last as long as the average book will be wanted in the average small public library. After several months trial, the writer has decided that, with certain reservations, it is possible to recommend to small libraries the schapirograph duplicator, manufactured by the Schapirograph Company, 265 Broadway, N. Y. These reservations are: 1) That the duplicator be fresh from the factory—any kept in stock for several months is practically worthless for catalog uses, however it may serve commercial purposes. 2) That the ink used, whether in fluid form or on typewriter ribbon, shall be fresh and specially strong in pigment (purple gives more brilliant and more permanent copies) and not be diluted with such quantities of dextrin as afflicts the greater number of hektograph inks on the market. 3) That the temperature of the operating surface of the duplicator and of the catalog cards be maintained *not below* the normal warmth of the hand. This can be done by cutting out a portion of the bottom of the box for insertion of warm soapstone or brick. 4) That the operator use due precaution in making a good original copy either by pen or by typewriter and exercise patience and common sense in experimenting until she has learned just the right amount of ink, temperature, moisture of gelatine, dryness of original copy, size of pen and quality of paper or card which combined will give the best results in brilliancy, clearness and number of duplicates. For catalog purposes, it is seldom wise to take off more than 20 duplicates from one impression, though 30 are sometimes possible under favorable conditions. For temporary work, as high as 150 very readable copies have been made on cotton paper from one original impression. Frequently the original copy may be used again for a second impression. For the original copy, a ruled linen card, No. 33h, should be used and the surface of the gelatine may be protected from cutting by strips of soft cheap cotton paper laid under the edges of the cards. A fine point pen is best, ranging between Spencerian No. 1 and Esterbrook No. 130, if the original copy is made by hand. Nothing will give more unsatisfactory results than a pen used without very frequent cleaning on the surface of a moist sponge. The typewritten original is better if made from élite type of close space, each letter struck twice.

With a duplicator, the amount of information on the face of the main card can be increased to include publisher and series and frequently contents with great profit to subject cards. For all added entries, simply set the plain card at varying heights on the original impression according to the length of heading which is to be filled in with pen or with typewriter. The ink for such headings should be a good purple to match the schapirograph ink already impressed. For subject headings a good carmine should be used, Higgins' being the most permanent and harmonious in color. Speed and uniformity will be greater if headings are put on the blank cards first and the impressions added to these cards afterward exactly to fit below the space occupied by the heading. One extra card may be taken off for shelf-list with accession numbers on the back and one for main entry with tracings on the back. In using printed cards, the call numbers may be added to the several cards by use of the duplicator if the number of cards for any one book is large enough to pay for the trouble.

Sample forms are appended to this paper showing the method of using duplicated cards for varying kinds of entries.

E. The question of further adaptation of Library of Congress cards has been investigated by a committee of the Ohio library association with the coöperation of the Library of Congress. Its report is to be found in Public Libraries for July, 1904, from which it is to be hoped something practical may come. The changes in L. C. cards desired by small libraries seem to be chiefly that subject headings be always suggested, more analytical headings, annotations and Dewey classification number, with often less detail about book make-up on the face of the card. If sometime in the near future this fully analyzed adapted cataloging can be provided for certain selected books likely to be purchased by and recommended to the small library, its problem of cataloging will be greatly simplified.[1]

F. Practical economies:

The following suggestions are based upon several years' experience in trying to make the catalog of a library mean something really and vitally helpful and to save time for that real and vital part of the information by lopping off some things which were found to be hindrances rather than helps to the usefulness of a public library—tradition notwithstanding.

1—The O. L. A. committee, in its report for 1905 (Public Libraries, December, 1905), gives further information about the progress of negotiations up to October of the same year, as well as a history of the movement from its beginning.

Duplicated cards. The foregoing suggestions on home processes of duplication, if followed and particularly if combined in one catalog with handwritten and printed cards, will undoubtedly produce a motley effect. But, with care, this may be kept at a minimum if the print rather than the script form of handwriting or if typewriting is used and if the information on the card is so grouped as to facilitate its instantaneous picture impression upon the mind instead of the feeling that every word or letter must be read before grasping the entire thought. Besides, when patrons learn by use that the catalog contributes to and stimulates thought, they will not be annoyed by the lack of uniformity in lettering and of harmony in color.

Furthermore the duplicator may be used for so many other things than cataloging, such as blank forms for overdue notices, trustees' meetings, daily statistics of circulation, report blanks, etc.; lists of new books or books on special topics for distribution to teachers, high-school students, members of clubs, local newspapers, etc.; directories and floor plans to the library for the guidance of patrons; copies of the annual reports; lists of magazines or books sent out to agents for bids; notices of hours of opening and closing, etc. Then, too, the very poor little library can use this as a means to multiply its collection of poems, stories, etc., for children's use in connection with holiday and birthday exercises. The "piece to speak" may thus be circulated quite independent of the original book in which it may have been printed, and may serve the wants of 20 children instead of one by being copied on ledger paper, sewed into manila cardboard covers and circulated as a book in 20 copies.

[1] *Rubber stamps.* Where the same statement must be made many times, a series of mounted rubber stamps costing from eight to fifteen cents each will simplify the work very greatly.

Shortened names. On all catalog cards where the name of a well-known person occurs frequently as a heading, it is enough to write the surname only, as in the case of Washington, Lincoln, Grant, Longfellow, Bryant, Emerson, Shakspere, Tennyson, Burns, La Salle, Columbus, Lafayette, Bismarck, Darwin, etc. In short, any person whose identity is instantly recognizable by the average reader when the surname is spoken may be represented in the catalog by his surname only, though filed in alphabetic order where the name would occur if the forenames were given. A list

1—See Appendix for suggested list of stamps and cards illustrating their use.

of such names should be kept at the catalog desk. The use of brackets for portions of authors' names not appearing on the title-page is also unnecessary for all books except those anonymously published classed books whose authors have been found.

Shelf-list as catalog. In the Library Journal for January, 1903, p. 21-22, is a suggestion from Miss A. S. Tyler, secretary of the Iowa library commission, on the possibility of using one reference in the catalog for all the whole books on any subject which are to be found in the shelf-list under a given class number, reserving the subject cards in the catalog for only parts of books on that subject. This presupposes the use of the shelf-list by the public, its proximity to the public catalog and the eventual filling out of cards in that catalog for the whole books as soon as time permits. With the handwritten cards, this suggestion would prove a distinct economy; with duplicated cards, less so, particularly for the many times when the consultor must be forced thereby to look in two different catalogs in the library on a given subject.

Abolition of book numbers in fiction. With the closed shelf system, book numbers of some kind are doubtless necessary, but with the open shelf they are a useless expenditure of time and energy in the department of fiction. The books may be arranged on the shelves alphabetically by the author as his name is printed on the binding; or in case the name there should be too obscure to be easily read or should be different from the form of name selected for the catalog, the desired surname may be printed on the back of the book in black India ink or in white ink according to the color of binding (always at a uniform height from the tail of the book) and covered with two coats of clear shellac. The book may be charged by its accession number and the book card may be arranged in the charging tray as desired, either by author and title or by accession number. Likewise, bound magazines in the reference department may have both classification and book numbers omitted, substituting the letter R instead on all records, meaning the unnumbered reference collection, just as fiction is the unnumbered circulating collection.

Substitute for the bindery book. Records of books at the bindery may be cared for as follows: Among circulating books, the book cards may be kept in a separate compartment of the charging tray marked "Bindery," with date of sending stamped thereon and date of return added on arrival of books. Magazines out for binding are easily recorded on the back of the cards used for Serial

records, if the latter are provided with ruled forms for such purposes. Here again the duplicator can be profitably used for making such forms. A steel clip or something similar fastened to the top edge of the serial cards will show readily what magazines are at the bindery without interfering with the daily use of the cards as a serial record.

Assistance. When a regular assistant is out of the question, it may be quite possible for a very small sum to secure the help of a boy from the grammar or high school for a few hours weekly to put away books, keep them in order on the shelves, paste labels, cut leaves, etc., during the busy hours in the afternoon when the librarian's attention must be given wholly to her patrons.

Shorter hours of opening. To all trustees, this suggestion is likely to come as heretical doctrine. And yet, if looked at calmly, it means the salvation of the small library in most villages—or at least the librarian, and that can easily become the library. It is evident that that library will be of greatest power in the community, other things being equal, whose librarian best understands the growing needs of her constituency, whether library patrons or not, and who also knows thoroughly her small collection of books and knows where and how to suggest more good books for purchase. Now, in all candor, how is she to be able to do this if she is shut up within her library for 10, 11 and even 12 hours a day? To be sure, the hours are not arduous in themselves. A little book mending, a little dusting, a little reading, a little gossip with some neighbor who drops in for a chat on her way to market, a few books to be perfunctorily charged and discharged, an occasional suggestion to some schoolgirl about material for a composition, an irate patron to put into good humor concerning a disputed fine, an elderly friend to be comforted in her family woes, a "good book" to select for the inveterate, and thus the days pass one after another for 12 months in the year, all exactly alike and all equally deadening to mind and heart. No way is possible to get outside of her work and gain perspective, light or enthusiasm by contact with the living forces in her own community or in the world of library interests in her state. Eight hours of work in the library daily (with three weeks' vacation) is quite long enough for any librarian on whom falls the entire routine of work if she is to keep herself and her library in a progressive condition. Of this eight hours, fully two should be reserved for the record work in her library *before* opening to the public. In this brief time of quiet, the librarian can get

more intimate knowledge of her books through the undisturbed, intense examination of them for classifying and cataloging than from days of desultory thumbing over between the calls of patrons who come, not to use the library, but to gossip. When the library is open, the librarian is then ready to meet her patrons with some sense of real ability. Most of the scattered use of the library during the earlier hours of long opening can easily be compressed into the later six hours with quite as much ease to the citizens and infinitely more profit to the library. There is a popular fallacy among village trustees that long hours of opening are synonymous with public benefit, while in fact they quite as often mean public stupidity or inertia—they certainly mean the librarian's ultimate atrophy of soul.

G. Aids to improvement for the active librarian:

This is becoming more and more a vital question with librarians and trustees of small libraries, since the advent of so many trained workers in the libraries throughout the country. It is forcing the conclusion, however unwillingly, that skilled labor can do more and do it better in a given time, than unskilled labor; and it becomes as much a matter of dollars and cents to the library to save in quantity and quality of labor as to save in methods of book buying. The library unorganized or but poorly arranged will serve the wants of its patrons but meagerly and clumsily. The contrast is brought home as patrons visit other towns and cities and see the good work of the more thoroughly organized and well-equipped libraries. Their criticisms on returning are more effective because well founded. Little by little the board is forced into the position of bringing in outside help because the librarian is incapable of directing or executing the work of reorganization. No one realizes this more keenly than the librarian herself; and, as a rule, the initiative for the need of such work comes from her because she is the one who is forced, day after day, to bear the blame of the library's inefficiency without the means for remedy. It therefore becomes a matter of competition on the part of the existing librarian to hold her place; and the question arises within her, How can I fit myself to hold my place and still keep up my work? The following suggestions are given as the result of several years' observation:

1 *Library schools.* In most cases this is out of the question, as these schools do not admit for less than a year; leave of absence can seldom safely be asked for that length of time, even if one

were equipped with the necessary education for entrance and the funds to pay expenses.

2 *Summer schools.* Most of these are six weeks in length and cover, in a very elementary way, the ground of library work. They were originally intended to answer the needs of those already in the work who desired to find some help in unraveling the difficulties in their own problems within the period for which they could afford leave of absence. They are, therefore, less adapted to the needs of those who have never been in library work, for no time can be given to familiarize the novice with library terms. The instruction is such a process of cram and rush in ideas and expressions wholly new that the chief result to the inexperienced student will be a painful sense of confused terms without relation or meaning or the ability to use in practice. Even with previous experience, a summer school only can under no circumstance equip one fully to do original work in organizing or reorganizing a library without competent supervision and advice. The only thing it can do is to lay the foundation principles in such a clear and systematic way to those who have hitherto been painfully struggling to solve their problems alone, that they can begin to see the relations of the various departments of a library and what should be done in each and what are the safest guides in helping to know how to do them. But this is only the beginning of understanding, the formation of ideals. The actual ability to do the work is something to be acquired by future trials, comparison with other library work in similar lines and correction of innumerable errors on the way. Still there must abide the absolute certainty of many unknown and serious misjudgments, compelling all or much of the past work to be done over again at double or triple the expense which skilled help would have cost in the beginning. There are many libraries which can bear testimony to this out of the depths of sore experience. But the summer school has this unequaled advantage—that, for a comparatively small outlay, the librarian comes into intimate touch and acquaintance with the strongest forces for library advancement in her state, those who are guiding, moulding or interpreting the library activities of the country. The broadening and stimulating values of such contact, as well as the social heartening by acquaintance with other librarians who have problems similar to her own, are results not to be measured.

3 *Correspondence.* There may be some subjects in library work

capable of being taught through correspondence. Cataloging for the novice is not one of them.

4 *Temporary trained help from some standard library school.* This is now recognized as the best solution of the problem for training librarians on the ground and at the same time for organizing the library without disturbing the regular daily service to patrons. If the board is wise, it will pay for such a trained person and will give the librarian help enough in other lines to allow her to work uninterruptedly with the cataloger. In the few months of such association almost every problem incident to cataloging and other organization will arise for solution. Generally these will be solved with the greatest economy and wisdom for future results, because there is a background of experience or knowledge of the methods used in many libraries from which to draw for comparative use in this particular library. By the time the organization is done the librarian should have acquired a fair equipment for continuing the work provided she has enough native ability and foundation in education to apprehend her opportunities. But no amount of training will ever substitute for this lack. If the librarian has already partially equipped herself by previous study at a good summer school for librarians, she will be even better prepared for the beneficial results of these few weeks of association in her own library and her opinions will be more highly respected by her trustees and by the organizer. She may need just this confidence in herself in order to check the abounding enthusiasm in the graduate fresh from library school who may insist upon some things as necessary for that small library which will instead prove cumbersome hindrances; or, on the other hand, to see that the organizer in her great desire to be very practical and simple does not carry it so far in certain respects that the usable result is staleness and poverty rather than simplicity. But both librarian and trustees should realize one thing—that no organizer can afford both to organize the library and to instruct the librarian in the same length of time nor for the same rate of compensation that she can afford to organize alone.

The following statement from a progressive librarian in one of Ohio's small libraries may be of cheer to others in similar fields: "I consider it a great loss financially and every other way for a library, especially a small one, to attempt its own organization with only its local, unskilled force. It entails more waste time and money in the end than would pay the salary of a trained per-

son to accomplish. Besides, there is the loss in general broadening which can come only with growth in numberless small ways incidental to working with a trained person who has seen many kinds of libraries and adaptations, and is able to give hints here and there along all lines of library work, as the task in hand suggests the ideas. Our library has increased its usefulness fully tenfold in the last six years, owing chiefly to two facts: 1) That we organized along the best lines to start with and have been able to to do advance work ever since, instead of correcting past work or spending energies in using a clumsy, time-consuming system; 2) Our book purchase has been conducted with the greatest care in buying only those works which we were certain would be used immediately by the patrons in our own town and by the greater number of them. We have no dead stock nor time and funds wasted in preparing books which do not circulate."

True economy would advise organizing, classifying, and cataloging a library completely before opening it. The expense of recataloging an old library while it is still in use is enhanced fully one-third over what the same number of new books would require in the beginning. But it is seldom necessary to close an old library while organizing.

If the foregoing plan is followed, or indeed any plan worth following, the librarian who is also cataloger must expect to spend much time and thought in study and reading outside of library time, not only of books but of institutions and people. If her heart is in her work she can do it, and it is due to her trustees that she prove to them her increased ability and ingenuity in using all resources at hand before expecting them to increase salary or assistance. Indeed, three most able catalogers of the writer's acquaintance received not an hour of instruction other than what they gave themselves from study of other catalogs and of Cutter's Rules for a dictionary catalog. But combined with their work there were unusual common sense and warm sympathy with the scores of patrons continually turned away from the library because the material there could not be found. The same genius for hard work and clear, constructive, self-dependent thinking has lifted them from the realm of cataloging into executive work, where these faculties are used in solving the greater problems of the social and spiritual work of the library.

The librarian of the small library is peculiarly fortunate in one respect—she knows the needs of her patrons from first-hand con-

tact and can shape her records to fit those wants, other things being equal, far better than the cataloger who is shut off from the public. Furthermore, her all-round experiences should act as a balance between essentials and non-essentials for her particular library. To this end there may be profit to the maker of records, whether librarian or cataloger, in considering that the chief end of a catalog for the average public library should be to record the location of *information* in relation to life and thought rather than *books* as such; and that rules or forms which do not aid in this should be unhesitatingly discarded for those which contribute to these results.

Appendix of Sample Cards and Stamps

The purpose of this appendix is not to set forth a complete series of sample cards, but to give a few which illustrate the way in which duplicated cards of all kinds, whether printed or hektographed, may be utilized for analytic entries—the most problematic thus far.

The spacing, size of type, etc., are on the basis of typewritten work both for the original cards and for the headings on duplicated cards. The entry is therefore less condensed than the same would be if duplicated by printing processes. Notes and contents, however, are on the basis of printed work rather than typewritten. In some cases, therefore, the fuller sample cards represent an amount of information not possible to get on the face of one card with the typewriter, but quite possible if the writing is done by hand in print characters.

All sample cards, except no. 0, are printed in the commercial (pica) style of typewriter type, as a concession to the fact that, in most libraries owning typewriters, the machines are already equipped with that style. But libraries about to purchase new machines are urgently advised to order those supplied with élite type, close space. The condensation in space and consequent increase in information possible on the face of the card is almost one-fourth greater than with the commercial type. All machines which have the élite type, close space, in their factory stock can be bought originally at the same price as though furnished with commercial type. But if obtained at first with the commercial type, the élite type can be substituted under the following conditions: All machines having detachable type, as Remington and Smith Premier, will refit with élite type for about $5. All machines having non-detachable type, as the Oliver and Underwood, will refit with élite type for $10 and upward.

The forms here given are the composite results of suggestions from many sources including L. C. and A. L. A. printed cards, summer school students and library assistants. Practically all these suggestions have been subjected to the test of public use and adopted, revised or rejected accordingly.

All italics mean red ink in the actual catalog. Underscorings in contents, notes, etc., should be in red.

Rubber Stamps for Added Entries

Stamps should always use same color of ink as that on main card. Headings will be in same color or in carmine, according to nature of entry.

Author nature (heading in black or purple like main card):

Adaptation of
Autograph of
Dramatization of
Paraphrase of
Parody of
Vocalization of

Subject nature (heading in carmine):

Analysis of
Anecdotes of
Bibliography of
Biography of
Caricature of
Character sketch of
Concordance to
Criticism of
Dictionary of
Drama about
Fiction about
Genealogy of
History of
Illustrations for
Improvization on
Index to
Legends of
Musical arrangement of
Poetry about

Notes, contents, references, etc.

For contents, see
For other editions, see
For list of vol. in this library, see
For collateral information on this subject, see also lives and letters of the following contemporaries:

Types of Duplicated Cards

(indicated by figures in the upper right corner of each sample card.)

1 Author card—face.
2 Author card—reverse, showing tracings.
3 Added entry card.
4 General subject card.

Analytical cards

5 Analytic author.
6 Analytic title.
7 Analytic title—author different from main author.
8 Analytic subject, sufficiently explained by title of book.
9 Analytic subject, requiring further explanation by contents as printed.
10 Analytic subject, requiring further explanation by contents, card 2.
11 Analytic subject, requiring further explanation by contents explained.

12 Analytic subject, requiring further explanation by annotation.
13 Analytic subject, requiring further explanation by annotation in preference to contents.
14 Analytic subject, requiring further explanation by substatement beneath heading.
15 Analytic subject, requiring further explanation by substatement, part in purple or black.
16 Analytic sbject, author different from main author.
17 Analytic subject, compound, i. e. analytic within analytic.
18 Stamped heading.
19 Reference card—see.
20 Reference card—see also.
21 Reference card—collateral.

O

973.73...Massachusetts military historical society
M Critical sketches of some of the federal and confederate commanders; ed. by T. F. Dwight. Houghton, c1895. (Papers, v10.)

An epitome and estimate of the military conduct of the civil war, 1861-65, as seen through the leaders of the great campaigns.

This card is given to illustrate the use of élite type, close space, for typewritten cards. Compare with S. C. 16 below for economy in spacing. Read the note on types at the beginning of the Appendix.

1

j808...Norton, Charles E. comp.
N Heart of oak books.
Heath, c1895. v1-6.

A collection of traditional rhymes and stories for children and of masterpieces of poetry and prose, chosen with reference to the cultivation of the imagination and the development of a taste for good reading. For children from five to fifteen successively.

2

—Wind (Rossetti)
—Stevenson (Wind)
—Rossetti, C. G. (Who)
—Blake (Lamb)
—Folk lore (adult cat.)
v2-Fables
—Stevenson (Children)
—title (Mary)
—Hale, S. J. (Mary)
—Shakspere (Hark)
—Longfellow (There)
—Houghton (Lady)
—Follen (Ding)
v1-Rhymes and jingles
Classics for children
title

v5-(Ditto, as for v4)
.
.
.
v4-(Extra cards containing
. tracings to be kept at
. catalog work desk.)
.
.
.
.
(etc.)
—Vaughan (Bird)
v3-Shakspere (Jog)
v2-3-Fairy tales

—Lincoln (Gettysburg)
—Whitman (O Captain)
—P—Lincoln (Taylor)
—Ch—Lincoln (London)
.
.
.
.
.
.
.
(etc. as for v4-5)
—Shelly (Defence)
—Books and reading (Ruskin)
v6-Ruskin (Good)

3

Heart of oak books

j808...Norton, Charles E. comp.
N Heart of oak books.
Heath, c1895. v1-6.

A collection of traditional rhymes and stories for children and of masterpieces of poetry and prose, chosen with reference to the cultivation of the imagination and the development of a taste for good reading. For children from five to fifteen successively.

3

Rolleston, Thomas W. joint ed.

821c...Brooke, Stopford A. ed.
B Treasury of Irish poetry in the English tongue; by Brooke and Rolleston.
Macmillan, c1900.

With biog. introd. for each poet.

Example of added entry for joint author, etc. The same form may be used for title, editor, translator, etc., by printing their respective headings in the same relative position as that occupied by Rolleston. Subjects should be in red ink, and should be set over to same margin as the main entry, Brooke; e. g. see S. C. 4.

4

Classics for children

j808... Norton Charles E. comp.
N Heart of oak books.
Heath, c1895. v1-6.

A collection of traditional rhymes and stories for children, and of masterpieces of poetry and prose, chosen with reference to the cultivation of the imagination and the development of a taste for good reading. For children from five to fifteen successively.

5

Lincoln
Gettysburg speech, 1863; [extracts]—
In Second inaugural address, 1865; [extracts].
j808... Norton, Charles E. comp.
N Heart of oak books.
Heath, c1895. v1-6.
v6
pages
343-6

A collection of traditional rhymes and stories for children, and of masterpieces of poetry and prose, chosen with reference to the cultivation of the imagination and the development of a taste for good reading. For children from five to fifteen successively.

6

Doctor of the old school
In
Watson, John, D. D.
Beside the bonnie brier bush; by Ian Maclaren.

pages 233-327.

Character sketches from a Highland country parish (Drumtochty).

Contents: Domsie.—Highland mystic.—His mother's sermon.— Transformation of Lachlan Campbell.— Cunning speech of Drumtochty.— Wise woman.— Doctor of the old school.

7

Mary had a little lamb
Hale, S. J.
In
In
j808...Norton, Charles E. comp.
N
Heart of oak books.
Heath, c1895. v1-6.

v1 page 39

A collection of traditional rhymes and stories for children, and of masterpieces of poetry and prose, chosen with reference to the cultivation of the imagination and the development of a taste for good reading. For children from five to fifteen successively.

For other editions, see Hale.

7, 17, 18

Dog of Flanders
Ouida, pseud.
In
Johnson, Rossiter, comp.
Little classics, v.10: Childhood.

pages 7-55

For other editions, see Ouida

8

Hebrew sonnets—Collections

221....Bible—O. T.—Selections.
Cm Select masterpieces of biblical literature; ed. with an introd. and notes by
pages 125-38 R. G. Moulton. Macmillan, c1897.
(Modern reader's Bible.)

Biography of 9, 18

In *Edwin Booth*

792.B^C Matthews, Brander, ed.
M Actors and actresses of Gr. Br. and
the U. S. [1750-1886]...by Matthews and
v5 Hutton. Page, ^C1886. 5v. por.

Critical and biog. extracts from various sources.
Contents:
v. 1 David Garrick and his contemporaries.
v. 2 The Kembels and their contemporaries.
v. 3 Kean and Booth and their contemporaries.
v. 4 Macready and Forrest and their contemporaries.
v. 5 Edwin Booth and his contemporaries.

10

Boys' clubs

Wendell, E. J. Card 2

In In
361.... (The) Poor in great cities, their prob-
P lems and what is doing to solve them;
by R. A. Woods...[and others]. Scribner,
pages ^C1895. Illus.
151-76

Pub. originally in Scribner's mag. 1891-3.
Contents, contin.
Wendell, E. J. Boys' clubs in N. Y.
Tucker, W. J. Work of the Andover House in Boston.
Kirkland, J. Among the poor of Chicago.
Besant, Sir W. A riverside parish: [sailor mission work on the Thames].

11

In *Selfishness*

372.2..Smith, Nora A. Card 1
S Children of the future... Houghton,
c1898.

pages
85-100 Contents: Study of children.— Training for parenthood.— Charm of the lily [the kindergarten as a creative influence in the home].— Priestly office [the kindergarten].— Sand and the child [play as a child's right].— Dumb devil [sullenness and its cure].— Unwalled city [temper and its control].— Perilous times [selfishness and its remedy].

12

In *Dürer, Albrecht*

R
759.....Masters in art: a series of illus.
M monographs; [monthly].
Bates and Guild, 1900-date.

v5
pt.51 Each number is devoted to a separate artist and consists of reproductions of his most famous works; extracts from his best biographers and critics; a critical sketch of the school which he represented; and a bibliog. of the artist, and list of all his art works.

Biography of 13, 16, 18

Emerson

Curtis, G. W.

In In

B81....Hubbard, Elbert

H Little journeys to the homes of American authors. Putnam, c1896.

pages pl. por.

1-41

Entertaining sketches of the life, characteristics, principle works and environment of the leading Amer. authors. Excepting the article on Whitman, the series was pub. originally in 1853, under the title of 'Homes of Amer. authors.'

Criticism of 14, 18

Dickens

In *——His works as the exponent of the industrial revolution in Gr. Br.*

901....Adams, Brooks

A America's economic supremacy. Macmillan, c1900. map.

pages

86-142 The author believes that most of the catastrophes of history have occurred because of the instinctive effort of humanity to adjust itself to the changes resulting from the migrations of economic supremacy in nations.

Criticism of 15, 18

Eliot, George, pseud.

In *Romola.* [Tito as an example of gradual deterioration in conscience].

820 ... Hillis, Newell D.

H . Great books as life teachers: studies of character, real and ideal ....

pages Revell, c1898-9.

63-88

Biography of 16, 17, 18

Beauregard, Gen. Pierre G. T.

Ropes, J. C.

Critical estimate of Beauregard's military service.

In

973.73-Massachusetts military hist. society.

M Critical sketches of some of the federal and confederate commanders; ed. by T. F. Dwight. Houghton, c1895.

pages (Papers, v10.)

1-20

An epitome and estimate of the military conduct of the civil war, 1861–65, as seen through the leaders of the great campaigns.

Poetry about 16, 18

Lincoln

Taylor, Tom. Abraham Lincoln; pub. in 'Punch,' April 4, 1865.

Lowell, J. R. Duty's leaden casket.

Whitman, Walt. O Captain! My Captain!

In In

j808... Norton, Charles E. comp.

N Heart of oak books.

Heath, c1895. v1-6.

v6

pages 338-42

A collection of traditional rhymes and stories for children, and of masterpieces of poetry and prose chosen with reference to the cultivation of the imagination and the development of a taste for good reading. For children from five to fifteen successively.

Character sketch of 16, 18

Lincoln

London spectator

In [Extract, April 25 and May 2, 1891]

j808... Norton, Charles E. comp.

N Heart of oak books.

Heath, c1895. v1-6.

v6

pages 331-8

A collection of traditional rhymes and stories for children and of masterpieces of poetry and prose chosen with reference to the cultivation of the imagination and the development of a taste for good reading. For children from five to fifteen successively.

Adaptation of 18

Chaucer
Canterbury tales
j821...Hawcis, Mrs Mary E. (J.)
Ch Chaucer for children. [2d ed].
Lond. Chatto, [1893]. col. illus.

19

Tea-party, Boston, 1773
see
Boston tea-party, 1773

20

U. S.—History—Revolution
see also

Boston tea-party, 1773
Declaration of independence, 1776
Saratoga, battle of, 1777
Conway cabal, 1777-8
Yorktown, siege of, 1781

21

U. S.—History—Revolution

For collateral information on this subject, see also lives and letters of the following contemporaries:

Washington, George
Franklin, Benjamin
Adams, Samuel
Jefferson, Thomas